#### Teachers and Leaders Matter!

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Educational Leadership Measurement Tools Workgroup

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### **Observations of Practice**

• What experience can you recall that had to do with being observed by a supervisor?

- What did you do with the information you received from your supervisor?
- Was your effective practice reinforced? Were you motivated to improve? In what way?

### Teachers and Leaders Matter!

• "Teachers are the single most important school-level influence on student achievement." Hanushek and Rivkin, 2010

• Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school: Wallace Foundation, 2010

• What makes an effective teacher and an effective leader?

## Highly Qualified vs. Highly Effective

- Moving away from highly qualified
- Highly effective requires more evidence and is more work!
- Definition of Effectiveness:
  - "Providing instruction in ways that will lead to high levels of student achievement" National Comprehensive Center for Teacher Quality
- And, effective teachers and leaders are expected to be accomplished in **behaviors and actions** that lead to higher levels of student growth and learning

## So, what makes determining "effectiveness" so challenging?

- It requires knowing what we are looking for: **Standards**
- It requires knowing how we will measure performance to the standards: **Performance-based measures**
- It requires knowing what tools and measures will be used to gather evidence of effectiveness levels: <u>Multiple measures</u> <u>for determining effectiveness</u>
- It requires an "evaluation system that has as its ultimate goal —improve teaching and learning" Laura Goe, 2011

# Purposes for the Educational Leadership Measurement Tools Workgroup

• Overall charge #1: Make recommendations for educational leadership measurement tools (i.e., observational instruments and student and parent survey tools)



# Purposes for the Educational Leadership Measurement Tools Workgroup

• Overall charge #2: Make recommendations for model State Educational Leadership Performance Evaluation System that LEAs may adopt or adapt



## Supporting charges

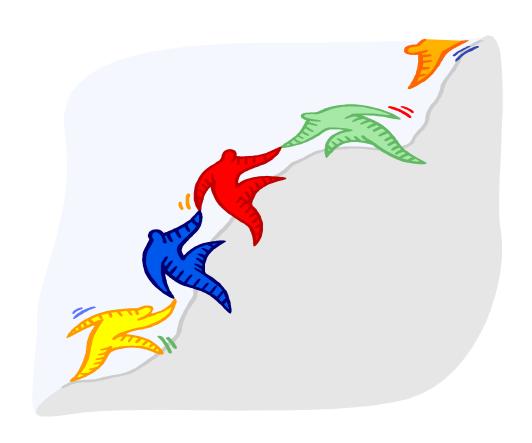


- Understand what it means to evaluate instructional leadership
- Understand what is going on in other states and districts in measuring high quality instructional leadership
- Indicate educational leadership effectiveness as related to Educational Leadership Standards and Rubric
- Recommend multiple measurement tools for observing and assessing educational leaders
- Develop valid and reliable tools that can be used to know and recognize effective and highly effective educational leaders

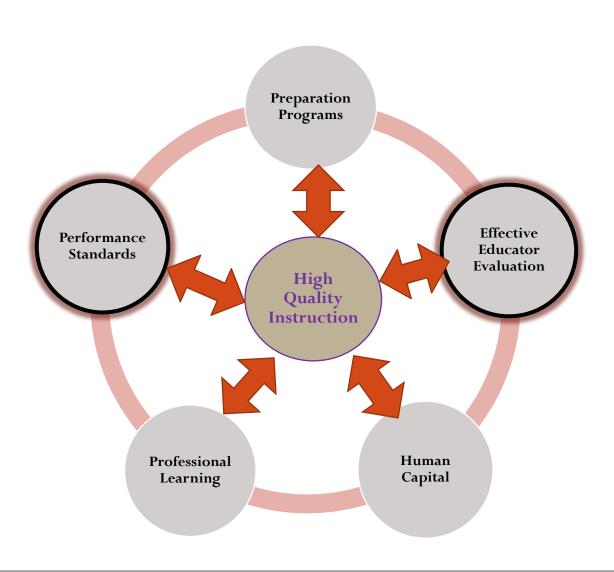
## Supporting charges

- Develop criteria for evaluating the quality and accuracy of observation tools (on-going)
- Develop recommendations for parent and student survey tools
- Develop a plan and timeline for implementing observation and survey tools
- Discuss the weighting of instructional leadership measures and parent and student input measures as indicated in PEER R277-531
- Discuss the processes associated with piloting evaluation measurements for districts and state

### HOW DID WE GET TO THIS PLACE?



### Educator Effectiveness Project



## Standards and Evaluation Framework Completed 2010-11

- State Board Rule: R277-530 Utah Effective Teaching Standards and Educational Leadership Standards
- State Board Rule: R277-531 Public Educator Evaluation Requirements (PEER)
  - Local Requirements and Parameters
  - State Support and Accountability

#### State Board Rule R277-530

This rule establishes statewide effective teaching standards for Utah public education teachers and statewide educational leadership standards for Utah public education administrators.

Utah Effective
Teaching and
Educational
Leadership
Standards

#### **USOE** will use the Standards:

- to ensure the implementation of the Utah Common Core.
- as the basis for an educator effectiveness system and tiered-licensing system.
- as the basis for a model educator evaluation system for use by LEAs.
- LEAs will use the Standards:
- as the basis for policies to support implementation of the standards.
- as the basis for professional learning plans and experiences.
- as the basis for formative and summative educator evaluation systems.
- to support the development of a collaborative professional culture.

#### Utah's Evaluation Framework

State Board Rule R277-531 PEER

- What it does? Causes us to rethink how we evaluate teachers and leaders and to improve the tools we use for assessing teachers and leaders;
- It also includes student performance as a significant criterion among multiple measures in how we determine educator effectiveness.
- The Evaluation Framework requires LEAs to use student achievement results as a measure of teacher and leader performance, as well as include meaningful, regular observations of teacher classroom practice and administrator instructional leadership, with timely feedback for professional growth and learning

## Summative Educator Evaluation Model Teacher and Leader Evaluations

Measures of Instructional Quality

Evidence of Student Growth

Parent and
Student Input
and other
Indicators

Annual Rating

Model tools or aligned LEA tools

Uniform SEA student growth metric

SEA required sections plus LEA additions

Uniform terminology and definitions

## PEER: Evaluation Framework Local Requirements

- Standards and Performance Expectations
- Quality Assurance
- Evaluation Processes
- Multiple Measures and Ratings
- Professional Growth



## State Support and Accountability for Educator Evaluation Systems

- Student Growth Measures tied to Performance Ratings
- State Educator Evaluation Advisory Committee
- Creates a Model Evaluation System for both Teachers and Leaders
- Professional Development

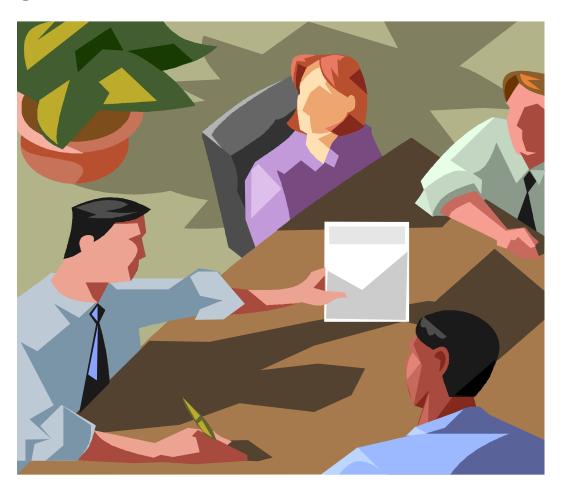


### Timelines – R277-531 PEER



- Establish LEA Evaluation Committee by Oct. 2011
- Begin review of current system
   2011
- Report Yearly effectiveness data in UCA
- Work on LEA system or adopt SEA system 2012-13/ Some LEAs will pilot in 12-13
- Implementation of Evaluation Tools by 2013-2014
- Student growth 2014-2015

## Refer to Meeting Agenda: Evaluation Survey Information



## **Guiding Questions**



- 1. Why evaluate or measure educational leader performance?
- 2. What should be evaluated or measured?
- 3. Why should we do direct observations of leader practice?
- 4. How should educational leaders be evaluated to increase effectiveness?
- 5. What are some purposes for evaluating educational leaders?
  - The purpose of the evaluation should match the measure employed (tools used)
- 6. Why do principals observe teachers?
  - How do we assess administrators on their ability to supervise teachers to increase student learning?
- 7. What would be evidence of principal effectiveness?
  - What can be observed?
- 8. Is it possible to use the same tools for both formative and summative evaluation?
  - What if you are doing a formative evaluation and you see something that should be summative?